

University of Dundee

Inclusion

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Inclusion

All Different, All Together, All Involved, All Successful

What is "Inclusion"?

"Inclusion" - a current buzz word. In education, raising achievement and promoting inclusion are the two principal goals emphasised by government. Yet there are many different interpretations and understandings.

For decades, parents and educationalists have talked about the pros and cons of "integrating" children with special needs in mainstream schools. Recent international legislation now specifies this as the normal or default expectation. However, children can be physically located in a mainstream school without being truly integrated into the life of the school.

Educationalists then re-conceptualised Inclusion as requiring effective functional access to the mainstream curriculum for all pupils (students). This demands great efforts from teachers to differentiate (individualise) the curriculum for pupils of very different abilities and starting points. This was coupled with the idea of social and emotional inclusion in the school / community - pupils with special needs had to feel and be treated as if they belonged.

As if this was not difficult enough, the concept of Inclusion continued to expand, linking to the wider notion of Social Inclusion throughout society. Not only were children to be educationally included, but also their parents and other family and community members. Both children and adults had to be offered opportunities to effectively access learning, and to do this successfully and actually achieve. Learning in school was increasingly seen as only one possible venue and source for learning, as many different forms and formats of learning became available. The expansion of online sources and the rediscovery of the concept of "full service" and "community" schools led to the notion of the "virtual school" serving the whole community..

A large agenda. More simply, Inclusion is about valuing diversity and overcoming barriers.

Case Studies

Resources

Paired Learning

Billesley Primary

Project Coordinators: Jan Millington (HT), Sharon Knight (DHT)

PL method: Same-age peer tutored Paired Writing


Initial Objectives:

- Raise writing standards
- Especially within Year 5: historical topics: myths & legends
- Using drama to stimulate
- Year 5 to create co-composed books for audience Year 3 pupils.
- Skill up the school staff and pupils in Paired Learning generally

[Download full case study here](#)

Dame Ellen Pinsent

School Web Site:

<http://dameellenpinsent.bham.sch.uk> 

Project Coordinator: Sylvia Rodger (HT)

This special school for children with moderate and severe learning difficulties is initially seeking to develop within-class peer tutored Paired Writing

Objectives:

- Raise writing standards
- Especially in creative/expressive writing (social-emotional agenda)
- Especially in the lower end of the school (year 4 down)
- Increase variety of writing
- Increase vocabulary in and through writing
- Develop cooperative (social, PSE) skills (esp. w. autistic spectrum & EAL pupils)
- Develop skills to facilitate mainstream school placement
- Skill up the school staff and pupils in Paired Learning generally

[Download full case study here](#)

Fox Hollies and Queensbridge

Project Coordinator: Paul Roberts (DHT)

This project involves a special school for secondary children (Fox Hollies) with severe learning difficulty co-located on the site of a mainstream secondary school (Queensbridge). Some cross-school peer assisted learning occurred before co-location. This is expected to expand greatly in the future.

A joint in-service training day was held with the theme: "Everyone has something to give".

The aims were:

- Staff from each school to have an understanding of the variety of forms of peer assisted learning and to agree some common principles on how to apply it.
- Staff to become aware of the range of peer assisted learning already occurring within and between the schools.
- Every member of staff to begin to plan the further development of peer assisted learning within and/or between the schools in at least one of four strategic areas.

[Download full case study here](#)

Highters Heath Nursery

Project Coordinator: Sue Andrew (HT)

PL method: Parent tutored language and emergent reading

Objectives:

- Improve quantity and quality of pupil receptive and expressive language
- Improve quantity and quality of pupil emergent reading skills
- Improve socio-emotional quality of communication and interactions between parent and child
- Particularly young single disadvantaged parents.

[Download full case study here](#)

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